



October 2004 - March 2005

Alternate Proficiency Assessment (APA)

Score Interpretation Manual

June 2005

PTM# 1505.18

Copyright 2005 by New Jersey Department of Education

All rights reserved

STATE BOARD OF EDUCATION

ARNOLD G. HYNDMAN.....	Warren
President	
DEBRA CASHA	Morris
Vice President	
MARGARET F. BARTLETT	Ocean
RONALD K. BUTCHER	Gloucester
MAUD DAHME	Hunterdon
KATHLEEN A. DIETZ	Somerset
ANNE S. DILLMAN	Middlesex
JOSEPHINE E. FIGUERAS	Union
JOHN A. GRIFFITH	Essex
ERNEST P. LEPORE	Hudson
THELMA NAPOLEON-SMITH	Mercer
EDWARD M. TAYLOR	Camden
ROBERTA H. VAN ANDA	Monmouth

William L. Librera, Ed.D., Commissioner
Secretary, State Board of Education

TABLE OF CONTENTS

PART 1: INTRODUCTION AND OVERVIEW OF ASSESSMENT PROGRAM	7
How to Use This Booklet	7
Test Security and Confidentiality	8
Outline of Reporting Process	8
Overview of Statewide Testing Program.....	10
Overview of APA Portfolio	11
 PART 2: INTERPRETING APA RESULTS	14
Determining the Proficiency Levels for the APA.....	14
Other Portfolio Assessment Information	16
 PART 3: USING APA SCORE REPORTS	16
Individual Student Report (ISR).....	17
All Subjects Roster	23
Student Roster-Language Arts Literacy, Mathematics, and Science	26
Summary of School Performance and Summary of District Performance.....	28
School Performance by Demographic Groups and District Performance by Demographic Groups.....	30
 PART 4: USING ASSESSMENT INFORMATION	32
Program-Level Evaluation.....	32
Student-Level Evaluation	32
CD-ROM Data Disks.....	33
 PART 5: COMMUNICATING ASSESSMENT INFORMATION.....	34
To the Parent/Guardian.....	34
To the District.....	34

APPENDICES

Appendix A – Glossary37

Appendix B – Scoring Rubric for Language Arts Literacy and Mathematics39

Appendix C – Scoring Rubric for Science40

FIGURES

Figure 1A: Individual Student Report (Grade 3 Front)19

Figure 1B: Individual Student Report (Grade 3 Back).....20

Figure 2A: Individual Student Report (Grade 8 Front)21

Figure 2B: Individual Student Report (Grade 8 Back).....22

Figure 3: All Subjects Roster.....25

Figure 4: Student Roster – Science.....27

Figure 5: Summary of District Performance29

Figure 6: District Performance by Demographic Groups.....31

Figure 7: Sample Parent/Guardian Letter35

TABLES

Table 1: APA Reports.....9

Table 2: Dimension Scoring13

FOR ASSISTANCE

As you review these guidelines along with the various reports received as part of the New Jersey Statewide Testing System, you may have questions on some part of the interpretation process. If you have questions, call Jo-Lin Liang, APA measurement specialist, New Jersey Department of Education at (609) 633-6884.

If you have questions regarding Adequate Yearly Progress (AYP), please contact the Office of Title I Program Planning and Accountability at (609) 943-4283.

If you have questions regarding general report matters, call Pearson Educational Measurement (PEM) at 1-800-627-7990, and enter the state code for New Jersey of 831.

PART 1: INTRODUCTION AND OVERVIEW OF ASSESSMENT PROGRAM

HOW TO USE THIS BOOKLET

This booklet provides a broad range of detailed information about portfolio results from the 2004-2005 administration of the Alternate Proficiency Assessment (APA). It is organized as a resource for teachers and administrators who need to discuss the score reports with others. Information contained in this booklet is outlined as follows:

- Part 1: Introduction and Overview of Assessment Program
Describes the contents of each portfolio and the scoring process.
- Part 2: Interpreting APA Results
Describes the standard-setting process for determining the proficiency levels.
- Part 3: Using APA Score Reports
Provides examples of each report and describes the meaning of the data.
- Part 4: Using Assessment Information
Provides information about assisting students who score below the minimum level of proficiency on one or more subjects of the assessment.
- Part 5: Communicating Assessment Information
Provides information about communicating assessment results and publicly releasing assessment information.

Appendix A: Glossary (lists of terms that are used in this booklet and on the score reports.)

Appendix B: Scoring Rubric for Language Arts Literacy and Mathematics

Appendix C: Scoring Rubric for Science.

For additional information about the APA, the standards on which the APA is based, or information regarding the participation of students with disabilities in the statewide assessment system, see the following documents published by the New Jersey Department of Education:

[APA Procedures Manual \(2004-2005\)](#)

[Core Curriculum Content Standards \(July 2004\)](#)

TEST SECURITY AND CONFIDENTIALITY

Although the APA does not contain secure test items like other state assessments, APA portfolios are confidential pupil records and must be maintained as such. Portfolio contents should only be shared with parents and others in accordance with pupil records regulations.

OUTLINE OF REPORTING PROCESS

To help school personnel identify the needs of assessed students and to assist in the evaluation of school and district programs, a variety of reports have been produced and distributed. This booklet has been developed to assist in the analysis, interpretation, and use of the different APA reports. The data contained in the APA reports can help identify the program strengths and weaknesses and assist in instructional planning for students. Information regarding student progress can assist Individualized Education Program (IEP) teams in selecting appropriate goals and objectives and evaluation criteria for individual students.

Districts are required to report test results to their boards of education and to the public within 30 days of receiving test reports. However, any report which contains data for less than eleven students **MAY NOT** be publicly reported due to the need to protect student confidentiality.

Table 1 lists reports distributed to districts at this time.

Table 1: APA Reports

District Reports for Students Educated In and Out of the District

(District level reports will not be produced for any receiving school)

District Performance by Demographic Groups (1)
School Performance by Demographic Groups (1)
Summary of District Performance (1)
Summary of School Performance (1)
All Subjects Roster (1)
Individual Student Reports (1)

School Reports for Students who Attend a Receiving School (if applicable)

Receiving School the Student Attends will receive:

All Subjects Roster (1)
Student Roster: Language Arts Literacy (1)
Student Roster: Mathematics (1)
Student Roster: Science (1) *Not applicable to grade 3*
Individual Student Report (2)

Sending School will receive:

School Performance by Demographic Groups (1)
Summary of School Performance (1)
All Subjects Roster (1)
Student Roster: Language Arts Literacy (1)
Student Roster: Mathematics (1)
Student Roster: Science (1) *Not applicable to grade 3*
Individual Student Report (1)

School Reports for Students who Attend a School in their District of Residence

School Student Attends will receive:

School Performance by Demographic Groups (1)
Summary of School Performance (1)
All Subjects Roster (1)
Student Roster: Language Arts Literacy (1)
Student Roster: Mathematics (1)
Student Roster: Science (1) *Not applicable to grade 3*
Individual Student Report (2)

OVERVIEW OF STATEWIDE TESTING PROGRAM

In May, 1996, the New Jersey State Board of Education adopted Core Curriculum Content Standards (CCCS) to describe what all students should know and be able to do at the end of fourth grade, eighth grade, and upon completion of a New Jersey public school education. The CCCS in Language Arts Literacy, Mathematics, and Science were revised in July 2004. Other content areas are currently being revised. The Core Curriculum Content Standards delineate New Jersey's expectations for student learning. All New Jersey school districts are required to organize instruction and design curricula so that all students, including students with disabilities, are working toward achieving the content standards. All New Jersey state assessments are now designed to measure achievement of the standards.

The Elementary School Proficiency Assessment (ESPA) was designed, from its inception in 1997, to measure achievement of the CCCS for fourth graders. In May 2003, the New Jersey Assessment of Skills and Knowledge (NJASK), for grades three and four, replaced the ESPA. The NJASK 3, the third grade assessment, was administered for the first time in March 2004. The Grade Eight Proficiency Assessment (GEPA), which replaced the Grade 8 Early Warning Test (EWT), is also aligned with the content standards. The GEPA should be used for placement and program planning so students can receive the appropriate instruction to enable them to pass the state's graduation test. The High School Proficiency Assessment (HSPA) is aligned with the content standards and has replaced the HSPT11 as the state's graduation test. In March 2002, the HSPA was administered for the first time to eleventh grade students.

According to the *Individuals with Disabilities Education Act* and the *No Child Left Behind Act*, all students with disabilities must participate in state assessments. States must develop alternate assessments for those students who cannot participate in the general state assessments. Most students with disabilities in New Jersey participate in the general assessments: the NJASK 3, NJASK 4, GEPA and HSPA. For those students with disabilities who are unable to participate in the general statewide assessments, the Alternate Proficiency Assessment (APA) was designed. The APA is a portfolio assessment which measures progress toward achieving New Jersey's CCCS. It was first implemented during the 2001-2002 school year in two content areas: Language Arts Literacy and Mathematics. The APA for the 2004-2005 school year assessed the content areas of Language Arts Literacy, Mathematics, and Science at grades 4, 8, and 11; and Language Arts Literacy and Mathematics at grade 3.

OVERVIEW OF APA PORTFOLIO

A completed portfolio contains the following items:

- Table of Contents
- Entry Cover Sheet for each CCCS-based Entry
- Core Curriculum Content Standards-based entries.*
 - Two entries for the content area of Language Arts Literacy
 - Two entries for the content area of Mathematics
 - One entry for the content area of Science (*Not applicable to grade 3*)

*Portfolios of students who are only participating in one or two content area(s) will only include the required entries for that/those content area(s).

Table of Contents

A table of contents helps students organize the portfolio. A table of contents can be adapted to meet the individual needs of each student.

Entry Cover Sheets

An entry cover sheet must be submitted with each entry. The standard addressed in the entry is listed on the cover sheet.

Entries

An entry in Mathematics or Language Arts Literacy comprises of at least five to eight pieces of **evidence** focused on a single standard within the identified content area, while an entry in Science requires at least six pieces of evidence, with a minimum of two pieces for each of the three standards. Evidence may include student work samples, scripted video or audiotape, and instructional data, charts, and graphs of student performance over time. The entry may also include captioned photographs, notes from peers, parents, co-workers, or employers.

APA Portfolio Components

Collection Period October 25, 2004 – March 4, 2005

Table of Contents

Entry #1	Entry #2	Entry #3	Entry #4	Entry #5		
Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet
Language Arts Literacy	Language Arts Literacy	Mathematics	Mathematics	Science	Science	Science
1st standard selected	2nd standard selected	1st standard selected	2nd standard selected	1st standard selected	2nd standard selected	3rd standard selected
5-8 pieces of evidence	5-8 pieces of evidence	5-8 pieces of evidence	5-8 pieces of evidence	2 pieces of evidence	2 pieces of evidence	2 pieces of evidence

Scoring Process

Each entry of the APA portfolio is scored on six dimensions. The six dimensions were selected based on effective practice and current research in the instruction of students with significant disabilities. The dimensions are described below.

- **Student Progress** This dimension is used to evaluate student progress toward achieving the targeted skills related to the CCCS.
- **Connection to Standards** This dimension is used to determine the extent to which instruction is linked to the CCCS.
- **Social Interaction** This dimension measures whether the program provides opportunities for the students to interact with peers, both with and without disabilities.
- **Independence** This dimension evaluates programs in the use of supports that students are utilizing which maximize independence and the degree to which the student utilizes natural supports in school and/or community settings.
- **Self-determination** This dimension measures whether the program offers opportunities to students to be self-directive, by making choices, planning, monitoring, and self-evaluating during instruction.
- **Generalization** This dimension examines opportunities the program affords the student to learn skills and knowledge in a variety of settings.

Scores are reported by content area. Beginning with the 2004-2005 assessment, science is assessed in grades 4, 8, and 11. Science is not administered at grade 3.

Language Arts Literacy and Mathematics scores are reported based on two entries. For Language Arts Literacy and Mathematics, any "subject portfolio" containing only one entry will report dimension scores only; no subtotal scores or proficiency levels will be available.

There is only one entry in science; therefore, the science score is reported based on one entry. However, dimension scores of science are doubled in order to apply the cut scores to determine the progress and the program levels.

Entries that are incomplete, inappropriate, or missing, or when the student took the general assessment in a content area, are reported as Unscorable; therefore, the proficiency level, program level, and student progress level will be reported as Void.

Each entry of a portfolio is reviewed and given a rating of 1 to 4 for each dimension of the rubric. The rubric which describes the ratings for each dimension can be found in Appendix B for Language Arts Literacy and Mathematics, and Appendix C for Science.

Each entry is scored independently by at least two readers for each dimension of the rubric. An entry score is derived by two scores, one from each reader. If the scores given by the two readers are not equal or adjacent, a third reader scores the "discrepant" dimension(s). The third reader score is then combined with the equivalent or highest adjacent score.

The first two dimensions, Student Progress and Connection to Standards, are weighted. That is, the two reader scores are added together for a maximum of 8 points for each dimension per entry. The remaining four dimension scores are the average of the two reader scores. The maximum number of points per entry is 4 for these four dimensions. Table 2 below summarizes the dimension scoring.

Table 2. Dimension Scoring						
Subject	Number of Entries Required	Dimension	Scores of Two Readers	Maximum Possible Points	Score Doubled to Apply Cut	Score Range
Science	1	Student Progress	add	8	16	4 - 16
		Connection to Standards	add	8	16	4 - 16
		Social Interaction	average	4	8	2 - 8
		Independence	average	4	8	2 - 8
		Self-Determination	average	4	8	2 - 8
		Generalization	average	4	8	2 - 8
LAL, Math	2	Student Progress	add	16	n/a	4 - 16
		Connection to Standards	add	16	n/a	4 - 16
		Social Interaction	average	8	n/a	2 - 8
		Independence	average	8	n/a	2 - 8
		Self-Determination	average	8	n/a	2 - 8
		Generalization	average	8	n/a	2 - 8

PART 2: INTERPRETING APA RESULTS

Understanding the portfolio development process includes having knowledge of New Jersey's Core Curriculum Content Standards (CCCS), the portfolio development procedures and design, the meaning of the Alternate Proficiency Assessment (APA) results, and ways in which the results can be used. This section focuses on the meaning of the APA portfolio results and the correct way to interpret the scores.

DETERMINING THE PROFICIENCY LEVELS FOR THE APA

The results of the APA provide data related to a student's progress on targeted skills related to the content area (student progress level), the demonstration of educational opportunities provided by the program to the student (program level), and the proficiency classification of the APA portfolio determined by combining the results of the student progress and program levels.

Student Progress Level

The student progress score for each content area, consisting only of the student progress dimension score combined across two entries each for Math and Language Arts and by doubling the student progress score for the one entry in science, is classified into three levels:

- **Substantial Progress**
- **Considerable Progress**
- **Minimal Progress**

The student progress level cut scores were derived from the language in the APA scoring rubric and were validated by the APA advisory committee. This information is used to determine the degree of progress the student made toward the measurable criteria for the targeted skills assessed. Both the measurable criteria and the targeted skills are selected by the teacher, based on the student's IEP, and listed in the portfolio. Any portfolio that contains information for only one entry in Language Arts Literacy or Mathematics will not receive a student progress level due to the lack of complete information in the portfolio.

Program Level

The program-level score for Language Arts Literacy and Mathematics is derived by adding the scores for the two entries of the remaining five scoring rubric dimensions: connection to standards, social interaction, independence, self-determination, and generalization. For Science, the program-level score is added across the five dimensions and then doubled. In order to determine the cut scores for the program-level classifications, a standard setting study was conducted in January and February 2003.

The standard-setting committee consisted of two independent panels of twenty special education teachers, child study team members, administrators, and general education teachers. Participants were chosen because of their qualifications as judges of student performance, as well as their educational expertise. The selection criteria included number of years teaching, student population served, district factor group (DFG), type of educational facility, and regional location. Special care was taken to ensure gender and racial/ethnic representation on both panels.

A holistic sorting method was used to determine the cut scores for the three program levels:

- **Commendable**
- **Satisfactory**
- **Needs Improvement**

The judges reviewed student portfolios from 2001-2002, as well as score data representing the range of possible scores from the 2001-2002 APA portfolio data. The judges were asked to classify the portfolios and score data into the three program levels. The judges had the opportunity to review, discuss, and modify their classifications during three rounds of classifications. Using a logistic regression method, two cutoff scores were calculated based on judges' classifications. The two cutoff scores yielded three program levels. Before each panel finalized its recommended cut scores, the judges examined how the cutoff scores affected all students who took the 2001-2002 APA. Once each panel provided its final recommendation, data across the two panels were combined, yielding the final cut scores for the program levels.

Proficiency Classification

The final classification of each content area in the portfolio, or the proficiency level, is derived by combining the student progress level and the program level. The three proficiency levels are as follows:

- **Advanced Proficient**
- **Proficient**
- **Partially Proficient**

The proficiency level classification will allow the APA results to be combined with other state assessment results for accountability purposes as required by the United States Department of Education. The table below prescribes how a portfolio is classified Advanced Proficient, Proficient, or Partially Proficient. Note that due to the use of state assessment results for school and district accountability, the advisory committee decided to weight the results of the program level more than the results of the student progress level.

		Student Progress Levels		
		Substantial Progress On Targeted Skills	Considerable Progress On Targeted Skills	Minimal (Some or No) Progress On Targeted Skills
APA Program Levels	Commendable	Advanced Proficient	Advanced Proficient	Proficient
	Satisfactory	Proficient	Proficient	Proficient
	Needs Improvement	Proficient	Partially Proficient	Partially Proficient

It is important to recognize that the APA system does not report total raw or scale scores. The data provided, student progress level, program level, and proficiency level, are the key components when interpreting the portfolio results. Note that proficiency level is not derived based on a total score, but is derived solely by the table presented on the previous page. Scale scores are not appropriate for use for the APA assessment system as there are no issues of equating involved. There are no sets of test items; therefore, there are no item difficulties, nor is there a need to equate test scores from year to year.

Each content area assessed receives a proficiency level. A ***proficient*** level means that the portfolio met the state level of proficiency in the content area. An ***advanced proficient*** level indicates that the portfolio exceeded the level of proficiency in the content area. Portfolio content areas classified ***partially proficient*** are considered to be below the state minimum level of proficiency. Review the results of the program level and student progress in order to determine whether program changes and/or additional instructional support are required.

OTHER PORTFOLIO ASSESSMENT INFORMATION

Program Dimension Scores: The raw scores for each rubric dimension reflect how well the student's instructional program provided opportunities for the student in each dimension as demonstrated by the portfolio evidence. These scores can assist administrators and IEP teams in identifying program areas in need of improvement for an individual student and/or for all students in a grade level or school.

PART 3: USING APA SCORE REPORTS

Assessment results are most useful when they are reported in a way that allows educators to focus on pertinent information. The APA reports are designed to communicate results in ways that provide information to educators and parents for program and individual student planning.

Figures 1 through 7 show examples of the Individual Student Report (ISR), the Student Rosters, the Summary of Performance, and the Performance by Demographic Groups reports slightly reduced in size. The Individual Student Report provides data that may be used to help identify progress and program strengths and needs. The rosters and school and district performance summaries help identify program strengths and needs across students at the specified grade/age level.

INDIVIDUAL STUDENT REPORT (ISR)

General Information: The Individual Student Report (ISR), shown in sample format as Figure 1 (front) and Figure 2 (back), is produced in alphabetical sequence for students within the school by grade. The school the student attends receives two copies of the ISR, whether it is a receiving school (private school for the disabled, special services school district, jointure commission, educational services commission, college-operated program, or state facility), or a school in the district of residence. It is the responsibility of the school the student attends to send a copy of the ISR to the child's parent/guardian. The sending school, if applicable, receives one copy of the ISR. The district of residence also receives a copy of the ISR for review by the Director of Special Education and the case manager.

Identification Information: The top of the ISR contains the student demographic information. This includes student name, date of birth, and gender, as well as the county, district, and school codes and names for the school the student attends and the sending school (if applicable). In addition, the following information is provided.

- **Student ID** – is printed if one was provided on the APA Demographic Scan Sheet.
- **Y** (for yes) in the field HB indicates the student was coded as a homebound student.
- For the current administration, the following codes are used for students in the LEP (Limited English Proficient) program:
 - < = Entered LEP Program ON or AFTER 7/1/04, and is currently enrolled.
 - 1 = Entered LEP Program BETWEEN 7/1/03 and 6/30/04, and is currently enrolled.
 - 2 = Entered LEP Program BETWEEN 7/1/02 and 6/30/03, and is currently enrolled.
 - 3 = Entered LEP Program BEFORE 7/1/02, and is currently enrolled.
 - F = Exited LEP Program AFTER 7/1/02 and is no longer enrolled in the program.
- **A** through **N** after SE (see Special Education Codes in the Glossary of Appendix A) indicates the student's category of disability.
- The first letter of a subject (**L**=Language Arts Literacy; **M**=Mathematics; **S**=Science) is indicated after Title I if a student was coded as receiving Title I services for that subject.

Test Results Information: The proficiency levels in Language Arts Literacy, Mathematics, and Science are provided, along with the student progress level and the program level. Score data are provided for all six rubric dimensions and the student progress and program level totals to assist in the identification of strengths and weaknesses in the educational program.

Proficiency Level: The proficiency level reflects the combination of the student progress and program-level classifications. The proficiency level is assigned in order to combine student data from the APA assessment with the other state assessments for federal and state accountability.

Progress Level: This level indicates the degree to which the student made progress on the IEP goals/objectives and the targeted skills that were documented in the portfolio. The score data for this dimension is solely related to the student progress dimension on the APA scoring rubric. The maximum number of points per entry for this area is 8. This information should assist educators in identifying skills for which a student may need additional instruction. Also, a student's lack of progress may be a reflection of an instructional program that needed improvement. Finally, the measurable criteria may need adjustment to better reflect progress in the targeted skills or reflect appropriate expectations for the student within the collection period.

Program Level: This level indicates the degree to which the program documented in the portfolio afforded the educational opportunities described in the APA scoring rubric. This information, along with the score data for the five associated dimensions (connection to standards, social interaction, independence, self-determination, and generalization), should assist educators in identifying areas in a student's program that may need improvement. Even programs determined to be Commendable may identify one or more rubric dimensions that may identify areas in need of improvement. The maximum number of points possible per entry for connection to standards is 8. The maximum number of points possible per entry for the remaining four dimensions is 4.

No Proficiency, Progress, or Program Level Rating: There are times a student will not receive a proficiency, progress or program level rating in a content area. This will occur when one or both entries are deemed unscorable (U). An entry is unscorable if it is not provided in the portfolio, if the evidence provided is insufficient or inappropriate, if the student participated in the general assessment (standardized paper and pencil test), or if the student is assessed in a grade that does not require a state assessment (off-grade testing). Instead of score points appearing for each dimension of the entry, a U will appear. When the above types of unscorable entries occur, a student will receive a void code for their proficiency, progress, and program level.

When the student is not rated due to an extended illness during the collection period, the student will receive a U for each dimension and a V1 for their proficiency, progress, and program level.

If a student is assessed at a grade level other than those that require a state assessment (3, 4, 8, and 11), the student will receive a U for each dimension and a V3 (off grade testing) for proficiency, progress, and program level.

Another type of unscorable entry occurs less frequently. This is an entry that is deemed unscorable due to a security breach by a school or district. In this case the student will receive a U instead of score points for each dimension of the entry and will receive a V5 for their proficiency, progress, and program level.

Unscorable Entries due to Inappropriate Evidence- Language Arts Literacy and Mathematics: There are many reasons an entry may be determined to be unscorable. One of the reasons is that the submitted evidence does not link to the targeted skill. Another common reason is that both entries submitted for a content area are assessing the same core curriculum content standard, resulting in one entry being rated inappropriate since each entry is required to measure a different standard. Another example of inappropriate evidence is when the targeted skill in the entry is judged either not to lead to the acquisition of a core curriculum content standard or is not measuring that standard.*

Unscorable Entry due to Missing or Inappropriate Targeted Skills/Evidence for Science: There are several reasons a science entry may be unscorable. If at least two of the three sections of the entry (a section relates to one targeted skill and the associated evidence) are missing, then the science entry is unscorable. Also, if at least two of the sections had inappropriate targeted skills (skills not leading to the acquisition of the content standards, or access skills), and/or inappropriate evidence (evidence not related to the targeted skill), then the science entry is unscorable.*

* When the above types of unscorable entries occur, a student will receive a V4 for their proficiency, progress, and program level.

The back of the ISR (Figure 2) provides further information for parents and educators to review to assist in score interpretation.



New Jersey Statewide Assessment System Alternate Proficiency Assessment Individual Student Report Grade 3

School Student Attends
 CDS: 77-7777-777
 County: MY COUNTY
 District: NICKEL DISTRICT
 School: NICKEL SCHOOL
 Test Date: 2004 - 2005

Sending District
 CDS: 88-8888-888
 County: ANY COUNTY
 District: PENNY DISTRICT
 School: PENNY SCHOOL

Date of Birth: 02/03/96
 Gender: Male
 Student ID:

HB:
 LEP:
 SE: F
 Title I:

Student Name: **TAO, RONALD**

CONTENT AREA	Progress Level	Program Level	Proficiency Level
Language Arts Literacy	Considerable	Satisfactory	Proficient
Mathematics	Substantial	Needs Improvement	Proficient

Language Arts Literacy Entry One ^b	Student Progress (8.0) ^a	Connection to Standards (8.0) ^a	Social Interaction (4.0) ^a	Independence (4.0) ^a	Self-Determination (4.0) ^a	Generalization (4.0) ^a
	7.0	8.0	1.0	2.0	2.0	2.0
Language Arts Literacy Entry Two ^b	4.0	7.0	1.0	2.5	2.0	1.5
LAL Progress Total	11.0	Language Arts Literacy Program Total				
		29.0				

Mathematics Entry One ^b	Student Progress (8.0) ^a	Connection to Standards (8.0) ^a	Social Interaction (4.0) ^a	Independence (4.0) ^a	Self-Determination (4.0) ^a	Generalization (4.0) ^a
	6.0	5.0	1.0	2.5	1.0	1.5
Mathematics Entry Two ^b	8.0	8.0	1.0	2.0	1.5	2.0
Math Progress Total	14.0	Mathematics Program Total				
		25.5				

^a The number in parentheses is the total number of points possible for each dimension.

^b The numbers provided are the total number of points obtained.

V1 = Insufficient evidence due to extended illness.

V3 = Off-grade testing.

V4 = One or more entries unscorable (U); see unscorable code(s) for explanation.

V5 = Security Breach due to inappropriate portfolio development.

U^g = Security breach.

U^g = Student took general assessment.

Uⁱ = Inappropriate evidence (LAL & Math).

Uⁱ = Less than the required amount of evidence (LAL & Math).

Uⁿ = No evidence provided for the entry (LAL & Math).

U^s = Insufficient evidence due to extended illness.

U^x = Off-grade testing.

Figure 1A
 Individual Student Report (Grade 3 Front)

05272005-0000040

New Jersey Statewide Assessment System

The Alternate Proficiency Assessment (APA) was administered in the 2004-2005 school year to approximately 4000 third-, fourth-, eighth-, and eleventh-grade students and non-graded students at equivalent ages. Language Arts Literacy, Mathematics, and Science were administered to students at grades 4, 8, and 11. Language Arts Literacy and Mathematics were administered at grade 3. The APA is the alternate assessment for students with severe disabilities and is administered at every grade level at which a general statewide assessment is administered. The APA measures the student's achievement of the Core Curriculum Content Standards in Language Arts Literacy, Mathematics, and Science. It is important to note that APA results should not be used as the sole basis for instructional decisions.

The APA is a portfolio assessment that includes student work samples, instructional data, and other information (*evidence*) related to *targeted skills* selected from the goals and objectives in the student's Individualized Education Program (IEP). The targeted skills represented in the APA portfolio must be related to the Core Curriculum Content Standards. For additional score interpretation information, go to www.ncsschoolhouse.com.

HOW TO READ THIS REPORT

This **Individual Student Report (ISR)** on the reverse side represents the score results of the 2004-2005 APA. The report is available only to parents, guardians, students, and authorized school personnel. If you have any questions about the report or how to interpret the scores, you should contact the student's teacher, principal or case manager.

The **Proficiency Levels** listed in the last column of the top rectangular box on the ISR represent a combination of two parts of the APA portfolio score:

Progress Level: The progress levels listed in the second column of the top box on the ISR represent the level of progress the student achieved from October 25, 2004, through March 4, 2005, in the content skills assessed in the portfolio. Both the skills assessed and the expected levels of progress come from each student's IEP team. Attainable progress levels, from highest to lowest, are **Substantial Progress**, **Considerable Progress**, or **Minimal Progress**.

Program Level: The program levels listed in the third column of the top box on the ISR represent the level of program components in the scoring guide, or *rubric*, evident in the APA portfolio for each content area. The program level includes the following areas (dimensions): Connection to the Standards, Social Interaction, Independence, Self-Determination, and Generalization. Attainable program levels, from highest to lowest, are **Commendable**, **Satisfactory**, or **Needs Improvement**.

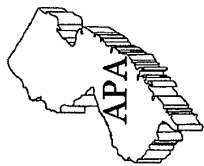
The chart below illustrates the relationship of the two components to the proficiency levels:

Proficiency Levels	Student Progress Levels		
	Substantial	Considerable	Minimal
Commendable	Advanced Proficient	Advanced Proficient	Proficient
Satisfactory	Proficient	Proficient	Proficient
Needs Improvement	Proficient	Partially Proficient	Partially Proficient

The lower half of the ISR provides the scores for student progress and the program components, or dimensions, for each entry of the student's APA portfolio. Each entry in Mathematics and Language Arts Literacy is related to one content standard and one targeted skill. The one entry in Science is related to three content standards and three targeted skills. The number in parentheses below the dimension name is the maximum number of points obtainable. The scores for the dimensions provide information about which dimensions scored higher or lower than others and how they contributed to the overall progress and program levels.

An entry is deemed **Unscorable** and a U appears in place of a score if an entry is not provided; if evidence provided was insufficient or inappropriate; if student took the general assessment in a content area; if there was a security breach; or if off-grade testing occurred. A void code is a designation for a content area that did not receive a progress, program, or proficiency level. However, dimension scores, when available, are provided for your review. A "Void 1" (V1) signifies that the student did not receive a rating in a content area because insufficient evidence was collected due to extended illness. A "Void 3" (V3) indicates that off-grade testing occurred. A "Void 4" (V4) signifies either no evidence, less than required evidence, or inappropriate evidence. Any portfolio that appears to have inauthentic data is designated as "Void 5" (V5) and considered a security breach by a school or district.

Figure 1B
Individual Student Report (Grade 3 Back)



New Jersey Statewide Assessment System Alternate Proficiency Assessment Individual Student Report Grade 8

School Student Attends
 CDS: 88-8888-888
 County: ANY COUNTY
 District: PENNY DISTRICT
 School: PENNY SCHOOL
 Test Date: 2004 - 2005

Student Name: **DAVENPORT, JESSICA**

Date of Birth: 06/02/91
 Gender: Female
 Student ID:

HB:
 LEP:
 SE: M
 Title I:

Sending District

CDS:
 County:
 District:
 School:

CONTENT AREA	Progress Level	Program Level	Proficiency Level
Language Arts Literacy	Considerable	Satisfactory	Proficient
Mathematics	Considerable	Commendable	Advanced Proficient
Science	Considerable	Commendable	Advanced Proficient

Language Arts Literacy Entry One ^b	Student Progress (8.0) ^a 8.0	Connection to Standards (8.0) ^a 8.0	Social Interaction (4.0) ^a 2.0	Independence (4.0) ^a 3.5	Self-Determination (4.0) ^a 2.5	Generalization (4.0) ^a 2.0
Language Arts Literacy Entry Two ^b	4.0	8.0	2.0	2.0	3.0	3.5
LAL Progress Total	12.0	Language Arts Literacy Program Total				
		36.5				

Mathematics Entry One ^b	Student Progress (8.0) ^a 4.0	Connection to Standards (8.0) ^a 8.0	Social Interaction (4.0) ^a 2.0	Independence (4.0) ^a 2.0	Self-Determination (4.0) ^a 2.5	Generalization (4.0) ^a 4.0
Mathematics Entry Two ^b	8.0	8.0	3.0	2.5	3.0	3.5
Math Progress Total	12.0	Mathematics Program Total				
		38.5				

Science Entry One ^c	Student Progress (8.0) ^a 6.0	Connection to Standards (8.0) ^a 8.0	Social Interaction (4.0) ^a 3.0	Independence (4.0) ^a 2.5	Self-Determination (4.0) ^a 3.0	Generalization (4.0) ^a 3.5
Science Progress Total	12.0	Science Program Total				
		40.0				

^a The number in parentheses is the total number of points possible for each dimension.

^b The numbers provided are the total number of points obtained.

^c Science is based on only one entry. However, science scores are doubled in order to apply the cut scores.

V1 = Insufficient evidence due to extended illness.

V3 = Off-grade testing.

V4 = One or more entries unscorable (U); see unscorable code(s) for explanation.

V5 = Security Breach due to inappropriate portfolio development.

U^B = Security breach.

U^E = Science entry has at least two targeted skills/evidence missing or inappropriate.

U^A = Student took general assessment.

U^I = inappropriate evidence (LAL & Math).

U^L = Less than the required amount of evidence (LAL & Math).

U^N = No evidence provided for the entry (LAL & Math).

U^S = Insufficient evidence due to extended illness.

U^X = Off-grade testing.

06102005-0000038

New Jersey Statewide Assessment System

The Alternate Proficiency Assessment (APA) was administered in the 2004-2005 school year to approximately 4000 third-, fourth-, eighth-, and eleventh-grade students and non-graded students at equivalent ages. Language Arts Literacy, Mathematics, and Science were administered to students at grades 4, 8, and 11. Language Arts Literacy and Mathematics were administered at grade 3. The APA is the alternate assessment for students with severe disabilities and is administered at every grade level at which a general statewide assessment is administered. The APA measures the student's achievement of the Core Curriculum Content Standards in Language Arts Literacy, Mathematics, and Science. It is important to note that APA results should not be used as the sole basis for instructional decisions.

The APA is a portfolio assessment that includes student work samples, instructional data, and other information (*evidence*) related to *targeted skills* selected from the goals and objectives in the student's Individualized Education Program (IEP). The targeted skills represented in the APA portfolio must be related to the Core Curriculum Content Standards. For additional score interpretation information, go to www.nccsschoolhouse.com.

HOW TO READ THIS REPORT

This **Individual Student Report (ISR)** on the reverse side represents the score results of the 2004-2005 APA. The report is available only to parents, guardians, students, and authorized school personnel. If you have any questions about the report or how to interpret the scores, you should contact the student's teacher, principal or case manager.

The **Proficiency Levels** listed in the last column of the top rectangular box on the ISR represent a combination of two parts of the APA portfolio score:

Progress Level: The progress levels listed in the second column of the top box on the ISR represent the level of progress the student achieved from October 25, 2004, through March 4, 2005, in the content skills assessed in the portfolio. Both the skills assessed and the expected levels of progress come from each student's IEP team. Attainable progress levels, from highest to lowest, are **Substantial Progress**, **Considerable Progress**, or **Minimal Progress**.

Program Level: The program levels listed in the third column of the top box on the ISR represent the level of program components in the scoring guide, or *rubric*, evident in the APA portfolio for each content area. The program level includes the following areas (dimensions): Connection to the Standards, Social Interaction, Independence, Self-Determination, and Generalization. Attainable program levels, from highest to lowest, are **Commendable**, **Satisfactory**, or **Needs Improvement**.

The chart below illustrates the relationship of the two components to the proficiency levels:

Proficiency Levels	Student Progress Levels		
	Substantial	Considerable	Minimal
Program Levels	Advanced Proficient	Advanced Proficient	Proficient
	Proficient	Proficient	Proficient
	Proficient	Partially Proficient	Partially Proficient

The lower half of the ISR provides the scores for student progress and the program components, or dimensions, for each entry of the student's APA portfolio. Each entry in Mathematics and Language Arts Literacy is related to one content standard and one targeted skill. The one entry in Science is related to three content standards and three targeted skills. The number in parentheses below the dimension name is the maximum number of points obtainable. The scores for the dimensions provide information about which dimensions scored higher or lower than others and how they contributed to the overall progress and program levels.

An entry is deemed **Unscorable** and a U appears in place of a score if an entry is not provided; if evidence provided was insufficient or inappropriate; if student took the general assessment in a content area; if there was a security breach; or if off-grade testing occurred. A void code is a designation for a content area that did not receive a progress, program, or proficiency level. However, dimension scores, when available, are provided for your review. A "Void 1" (V1) signifies that the student did not receive a rating in a content area because insufficient evidence was collected due to extended illness. A "Void 3" (V3) indicates that off-grade testing occurred. A "Void 4" (V4) signifies either no evidence, less than required evidence, or inappropriate evidence. Any portfolio that appears to have inauthentic data is designated as "Void 5" (V5) and considered a security breach by a school or district.

Figure 2B
Individual Student Report (Grade 8 Back)

ALL SUBJECTS ROSTER

General Information: The All Subjects Roster (Figure 3) provides a convenient method for reviewing students' complete APA results. An all subjects roster is generated for each grade level, 3, 4, 8 and 11. Each report displays student names in alphabetical order (last name first) by status (see below). Users of this report can quickly determine how a particular student performed in Language Arts Literacy, Mathematics, and Science (when applicable).

Receiving schools receive an All Subjects Roster for all of the students who participated in the APA who are educated in that school. District schools will receive an All Subjects Roster that includes the APA participant students who attend the school, those who live in the catchment area of the school but attend schools out of district, and those who attend a program within the school but reside in another school district.

School Identification Information: The names and code numbers of the county, district, and school are indicated, along with the test time period and the date the report was printed.

Student Identification Information: Along with each student's name is the following student identification information:

- Date of Birth
- Status: **1** = Student was assessed at the school of residence.
 2 = Student sent outside school of residence for instruction and assessment.
 3 = Student was received from another school for instruction and assessment.
- Gender: **M** = Male; **F** = Female
- Ethnicity: **W** = White; **B** = Black or African American; **A** = Asian; **P** = Native Hawaiian or other Pacific Islander; **H** = Hispanic or Latino; and **I** = American Indian or Alaska Native. (Multiple codes are allowed.)
- Time in School: **Y** (for yes) is indicated in the TIS column if the student enrolled in the sending school or school of residence after July 1, 2004.
- Time in District: **Y** (for yes) is indicated in the TID column if the student enrolled in the district of residence after July 1, 2004.
- Special Education Classification: **A** through **N** (see Special Education Codes in the Glossary of Appendix A) is indicated in the SE column to indicate the student's category of disability.
- Economically Disadvantaged Status: **Y** (for Yes) is indicated in the ED column if the student was coded as economically disadvantaged.
- Migrant Status: **Y** (for yes) is indicated in the Migrant column if the student was coded as migrant.

- Limited English Proficiency Status: For the current administration, the following codes are used for students in the LEP program:

< = Entered LEP Program ON or AFTER 7/1/04, and is currently enrolled.

1 = Entered LEP Program BETWEEN 7/1/03 and 6/30/04, and is currently enrolled.

2 = Entered LEP Program BETWEEN 7/1/02 and 6/30/03, and is currently enrolled.

3 = Entered LEP Program BEFORE 7/1/02, and is currently enrolled.

F = Exited LEP Program AFTER 7/1/02 and is no longer enrolled in the program.

- Title I Classification: The first letter of a subject (**L, M, or S**) is indicated in the Title I column if a student was coded as receiving Title I services for that subject.

Student Score Information: Following a student's identification information, the student's Proficiency Level (Partially Proficient, Proficient, or Advanced Proficient) is printed for each content area. Voids are noted where applicable.



New Jersey Statewide Assessment System **Alternate Proficiency Assessment** **All Subjects Roster** **Grade 8**

CDS: 88-888-888
 County: ANY COUNTY
 District: PENNY DISTRICT
 School: PENNY SCHOOL
 Test Date: 2004 - 2005
 Page: 1 of 1

Students Processed: 10

Figure 3
All Subjects Roster

STUDENT NAME DATE OF BIRTH	STUDENT ID	Status ^a	Gender	Ethnicity	TIS	TID	SE	ED	Migrant	LEP	TITLE I	LANGUAGE ARTS LITERACY	MATHEMATICS	SCIENCE
CARLSON, CATHY J. 10/31/90	9304584	1	F	H	Y		F			3	LMS	Proficient	Partially Proficient	Partially Proficient
DAVENPORT, JESSICA 06/02/91		1	F	B			M					Proficient	Advanced Proficient	Advanced Proficient
JENKINS, JOSEPH 07/14/90	0195744	1	M	B	Y		M	Y			LMS	Proficient	Proficient	V4
JONES, SAMANTHA 04/15/91		1	F	P			M		Y			Proficient	Partially Proficient	Proficient
MATHEWS, SCOTT 02/26/91		1	M	B			F	Y		F		Proficient	Proficient	Proficient
PACKARD, MARRY 01/18/91		1	F	B			F	Y				V1	V1	V1
WALKER, TERRY 12/14/90		1	M	B	Y		M					Proficient	Proficient	Proficient
WHITE, BRIANNA 10/31/90	0070732	1	F	B	Y		B	Y			LMS	Proficient	Proficient	V4
WHITMIER, DAREN 09/04/90		1	M	W			M	Y		1		Proficient	Proficient	Proficient
WILLIAMS, DANIEL 11/12/90	04265	3	M	B			M	Y				Advanced Proficient	Advanced Proficient	Proficient

^a { 1 = Student was assessed at school of residence.
 2 = Student was sent outside school of residence for instruction and assessment.
 3 = Student was received from another school for instruction and assessment.

V1 = Insufficient evidence due to extended illness.
 V3 = Off-grade testing.
 V4 = One or more entries unscorable (U); see unscorable code(s) for explanation.
 V5 = Security Breach due to inappropriate portfolio development.

06102005-0000012

STUDENT ROSTER - LANGUAGE ARTS LITERACY, MATHEMATICS, and SCIENCE

General Information: The Student Roster (Figure 4) lists the names of the assessed students in descending order by proficiency level. A student roster is generated for each grade level assessed, 3, 4, 8 and 11, and for each content area, Mathematics, Language Arts Literacy, and Science. Receiving schools receive student rosters that include all of the students who participated in the APA who attend that school. District schools receive student rosters that include the students participating in the APA who attend that school, those who live in the school catchment area but attend a school out of district, and those who attend a program within the school but reside in another district.

School Identification Information: The names and code numbers of the county, district, and school are indicated, along with the test time period and the date the report was printed.

Student Identification Information: Below and across from each student's name is the following student identification information:

- Date of Birth
- Status: **1** = Student was assessed at school of residence.
2 = Student was sent outside school of residence for instruction and assessment
3 = Student was received from another school for instruction and assessment.
- Gender: **M** = Male; **F** = Female
- Special Education Classification: **A** through **N** (see Special Education Codes in the Glossary of Appendix A) is indicated in the SE column to indicate the student's category of disability.
- Limited English Proficiency Status: For the current administration, the following codes are used for students in the LEP program:
 - < = Entered LEP Program ON or AFTER 7/1/04, and is currently enrolled.
 - 1** = Entered LEP Program BETWEEN 7/1/03 and 6/30/04, and is currently enrolled.
 - 2** = Entered LEP Program BETWEEN 7/1/02 and 6/30/03, and is currently enrolled.
 - 3** = Entered LEP Program BEFORE 7/1/02, and is currently enrolled.
 - F** = Exited LEP Program AFTER 7/1/02 and is no longer enrolled in the program.
- Title I Classification: **Y** (for yes) is indicated in the Title I column if a student was coded as receiving Title I services in the roster subject.

Student Score Information: Following a student's identification information, the student's proficiency level is given. As described earlier, the student's proficiency level is derived from the combination of the student's progress level and program level as determined from the matrix on the back of the student's Individual Score Report. The columns following the proficiency level column provide the progress and program total scores and levels. These are followed by the remaining five program dimension scores for the content area. These scores enable the program staff to identify program strengths and weaknesses across students within the content area. Voided portfolio content areas are noted, where applicable.



New Jersey Statewide Assessment System Alternate Proficiency Assessment Student Roster - Science Grade 8

CDS: 88-8888-888
 County: ANY COUNTY
 District: PENNY DISTRICT
 School: PENNY SCHOOL
 Test Date: 2004 - 2005
 Page: 1 of 1

Students Processed: 10

STUDENT NAME DATE OF BIRTH	STUDENT ID	Status ^a	Gender	SE	LEP	Title I	Proficiency Level	Progress Total (16.0) ^{b,c}	Progress Level	Program Total (48.0) ^{b,c}	Program Level	Connection to Standards (16.0) ^{b,c}	Social Interaction (8.0) ^{b,c}	Independence (8.0) ^{b,c}	Self-Determination (8.0) ^{b,c}	Generalization (8.0) ^{b,c}
DAVENPORT, JESSICA 06/02/91		1	F	M			Advanced Proficient	12.0	Considerable	40.0	Commendable	16.0	6.0	5.0	6.0	7.0
JONES, SAMANTHA 04/15/91		1	F	M			Proficient	12.0	Considerable	32.0	Satisfactory	12.0	5.0	4.0	6.0	5.0
MATHEWS, SCOTT 02/26/91		1	M	F	F		Proficient	12.0	Considerable	32.0	Satisfactory	16.0	6.0	4.0	4.0	2.0
WALKER, TERRY 12/14/90		1	M	M			Proficient	12.0	Considerable	31.0	Satisfactory	14.0	6.0	2.0	5.0	4.0
WHITMIER, DAREN 09/04/90		1	M	M	1		Proficient	4.0	Minimal	39.0	Commendable	16.0	6.0	6.0	5.0	6.0
WILLIAMS, DANIEL 11/12/90	04265	3	M	M			Proficient	4.0	Minimal	33.0	Satisfactory	14.0	3.0	5.0	6.0	5.0
CARLSON, CATHY J. 10/31/90	9304584	1	F	F	3	LMS	Partially Proficient	4.0	Minimal	21.0	Needs Improvement	12.0	2.0	3.0	2.0	2.0
JENKINS, JOSEPH 07/14/90	0195744	1	M	M		LMS	V4	V4	V4	V4	V4	V4	V4	V4	V4	V4
PACKARD, MARRY 01/18/91		1	F	F			V1	V1	V1	V1	V1	V1	V1	V1	V1	V1
WHITE, BRIANNA 10/31/90	0070732	1	F	B		LMS	V4	V4	V4	V4	V4	V4	V4	V4	V4	V4

^a 1 = Student was assessed at school of residence.
 2 = Student was sent outside school of residence for instruction and assessment.
 3 = Student was received from another school for instruction and assessment.
^b The number in parentheses is the number of possible points.
^c Science is based on only one entry. However, science scores are doubled in order to apply the cut scores.

V1 = Insufficient evidence due to extended illness.
 V3 = Off-grade testing.
 V4 = One or more entries unscorable (U); see unscorable code(s) for explanation.
 V5 = Security Breach due to inappropriate portfolio development.

06102005-0000036

SUMMARY OF SCHOOL PERFORMANCE AND SUMMARY OF DISTRICT PERFORMANCE

General Information: For each grade level, there is a Summary of District Performance report generated for each district. Within the district, for each grade level, a Summary of School Performance report is generated for each school. These reports provide aggregated data and summary statistics for each content area, Language Arts Literacy, Mathematics, and Science. Summary reports are generated for public schools and districts only. Summary reports reflect data for students who are sent out of district, as well as students remaining in district. This report is generated for the purpose of accountability.

Summary reports are not available for receiving schools. A sample Summary of District Performance report is shown in Figure 5.

District and School Identification Information: This part of the report includes the names and code numbers of the county and district (and school for school summary) along with the test dates.

Proficiency Level Statistics by Content: This part of the report provides the number and percent of students in each proficiency level for mathematics, language arts, and science at either the district or school level. The following summary is provided for each subgroup shown on the report:

- Number of portfolios processed (total number of student portfolios processed including students coded void)
- Number of students with void codes (total number of students receiving a V1, V3, V4 or V5 void code)
- Number of students with valid scores include only those students who had two scoreable entries in mathematics or language arts, or one scoreable entry in science.
- Number of students in each proficiency level (total number of students with valid scores who scored in each proficiency level)
- Percent of students at each proficiency level

Mean Score for Each Dimension by Subject: The means for each dimension are provided by subject.



New Jersey Statewide Assessment System **Alternate Proficiency Assessment** **Summary of District Performance** **Grade 8**

CDS: 88-8888
 County: ANY COUNTY
 District: PENNY DISTRICT
 Test Date: 2004 - 2005

PROFICIENCY LEVEL STATISTICS BY SUBJECT									
	Number of Portfolios Processed	Number of Students with Void Codes	Number of Students with Valid Scores	Partially Proficient		Proficient		Advanced Proficient	
				Number	Percent	Number	Percent	Number	Percent
Language Arts Literacy	9	1	8	0	0.0	8	100.0	0	0.0
Mathematics	9	1	8	2	25.0	5	62.5	1	12.5
Science	9	3	6	1	16.7	4	66.7	1	16.7

MEAN SCORE FOR EACH DIMENSION BY SUBJECT							
	Student Progress (16.0) ^a	Connection to Standards (16.0) ^b	Social Interaction (8.0) ^b	Independence (8.0) ^b	Self - Determination (8.0) ^b	Generalization (8.0) ^b	
Language Arts Literacy ^a	10.3	15.9	4.1	4.8	5.9	4.1	
Mathematics ^a	8.4	14.6	3.7	4.4	5.4	4.1	
Science ^{a, c}	9.3	14.3	5.2	4.0	4.7	4.3	

- ^a Includes only Status 1 and 2 students with valid scores.
- ^b The number in parentheses is the total number of possible score points.
- ^c Science is based on only one entry. However, science scores are doubled in order to apply the cut scores.

Figure 5
Summary of District Performance

06102005-0000010

SCHOOL PERFORMANCE BY DEMOGRAPHIC GROUPS AND DISTRICT PERFORMANCE BY DEMOGRAPHIC GROUPS

General Information: The School and District Performance by Demographic Groups reports are generated by grade level for districts and schools that completed the appropriate coding when the APA was administered or during the record change process. These reports are generated for public schools and districts only. These reports present the results by gender, migrant status, ethnicity, economic status (disadvantaged vs. not disadvantaged), and LEP status (limited vs. non-limited) by content areas. These group reports provide additional achievement information that can be used to make adjustments to curricula that may better serve these subsections of the total student population.

These one-page reports include performance data for the Language Arts Literacy, Mathematics, and Science content areas with the exception that science is not administered at grade 3. Please note, however, that these reports do not disaggregate the data at the rubric dimension level. Data are based on students having valid scores and the percentage of students that fall into each of the three proficiency levels.

An example of a District Performance by Demographic Groups is shown in Figure 6. Please note, if a district has only one school in which the APA was administered, the information on the school and the district reports will be identical.

School and District Identification Information: In the upper-right corner, the names and code numbers of the county, district, and school are indicated, along with the testing date.

Number of students with Valid Scores and Percent in Each Proficiency Level – For the district or school shown on this report, the number of portfolios processed, the number of students with void codes, the number of students with valid scores, and the percent of students in each proficiency level are listed for the following subgroups of the total student population: Gender, Migrant Status, Ethnicity, Economic Status (Disadvantaged vs. Not Disadvantaged), and LEP Status (Limited vs. Non-limited). APA entries coded void are excluded from the impacted content areas.



New Jersey Statewide Assessment System Alternate Proficiency Assessment District Performance by Demographic Groups Grade 8

CDS: 88-8888
 County: ANY COUNTY
 District: PENNY DISTRICT
 Test Date: 2004 - 2005

Figure 6
District Performance by Demographic Groups

	Number of Portfolios Processed	Language Arts Literacy ^a						Mathematics ^a						Science ^a					
		Number of Students with Valid Codes	Number of Students with Valid Scores	Partially Proficient	% Proficient	% Adv Proficient	Number of Students with Valid Codes	Number of Students with Valid Scores	Partially Proficient	% Proficient	% Adv Proficient	Number of Students with Valid Codes	Number of Students with Valid Scores	Partially Proficient	% Proficient	% Adv Proficient			
TOTAL	9	1	8	0.0	100.0	0.0	1	8	25.0	62.5	12.5	3	6	16.7	66.7	16.7			
Gender ^b																			
Female	5	1	4	0.0	100.0	0.0	1	4	50.0	25.0	25.0	2	3	33.3	33.3	33.3			
Male	4	0	4	0.0	100.0	0.0	0	4	0.0	100.0	0.0	1	3	0.0	100.0	0.0			
Migrant Status ^b																			
Migrant	1	0	1	0.0	100.0	0.0	0	1	100.0	0.0	0.0	0	1	0.0	100.0	0.0			
Non-Migrant	8	1	7	0.0	100.0	0.0	1	7	14.3	71.4	14.3	3	5	20.0	60.0	20.0			
Ethnicity ^b																			
White	1	0	1	0.0	100.0	0.0	0	1	0.0	100.0	0.0	0	1	0.0	100.0	0.0			
Black	6	1	5	0.0	100.0	0.0	1	5	0.0	80.0	20.0	3	3	0.0	66.7	33.3			
Asian	0	0	0	NA	NA	NA	0	0	NA	NA	NA	0	0	NA	NA	NA			
Pacific Islander	1	0	1	0.0	100.0	0.0	0	1	100.0	0.0	0.0	0	1	0.0	100.0	0.0			
Hispanic	1	0	1	0.0	100.0	0.0	0	1	100.0	0.0	0.0	0	1	100.0	0.0	0.0			
American Indian/Alaska Native	0	0	0	NA	NA	NA	0	0	NA	NA	NA	0	0	NA	NA	NA			
Other ^c	0	0	0	NA	NA	NA	0	0	NA	NA	NA	0	0	NA	NA	NA			
Economic Status ^b																			
Economically Disadvantaged	5	1	4	0.0	100.0	0.0	1	4	0.0	100.0	0.0	3	2	0.0	100.0	0.0			
Non-Economically Disadvantaged	4	0	4	0.0	100.0	0.0	0	4	50.0	25.0	25.0	0	4	25.0	50.0	25.0			
LEP Status ^b																			
Limited English Proficient ^d	2	0	2	0.0	100.0	0.0	0	2	50.0	50.0	0.0	0	2	50.0	50.0	0.0			
Non-Limited English Proficient	7	1	6	0.0	100.0	0.0	1	6	16.7	66.7	16.7	3	4	0.0	75.0	25.0			

^a Excludes Status 3 students and students with one or more entries deemed "unscorable".
^b Differences in totals among demographic categories resulted from gridding errors or missing data in materials received from districts.
^c Includes students coded with more than one ethnicity or their ethnicity information is missing.
^d Does not include students coded as Former LEP.

06102005-0000008

PART 4: USING ASSESSMENT INFORMATION

Data from the score reports described in the previous section will be used in a number of ways at the federal, state, district, and school levels. The following describes how the reports will be used.

Program-Level Evaluation

The APA score report information will be used for the purpose of district and school monitoring. Student APA results will be combined with the results of other state assessment results at the corresponding grade/age level of the student for accountability purposes only in accordance with the No Child Left Behind Act and the Individuals with Disabilities Education Act. Student results will be combined at the proficiency level only. Results of students attending receiving schools are included in the reports of their sending schools. Performance and participation results will also be reported to the United States Department of Education. At this time, receiving schools including private schools for the disabled, educational services commissions, jointure commissions, college-operated programs, special services school districts, and state facilities, will not be monitored on APA performance.

Individual Student Reports and student rosters provide information regarding how well the program addresses the dimensions of the rubric which represent best practices in instruction for students with significant disabilities. Schools may review dimension scores across students tested to determine what program components included in the APA rubric are offered to students and where improvement is needed.

Student-Level Evaluation

Individual Student Reports are provided to districts to assist in measuring student progress in the identified targeted skills related to the content standards. Teachers and administrators may review *student progress* dimension scores and the student's portfolio to answer the following questions:

- Did the student make sufficient progress in the targeted skills assessed?
- If not, were the measurable criteria appropriate for the student?
- Did the measurable criteria match the data collection system and/or other methods the teacher used to assess progress in the skills?

In addition, the other five dimension scores indicate the program opportunities the student is offered as demonstrated by the evidence. The *program* component scores may be reviewed along with the portfolio to answer the following questions:

- Were there any dimensions where the student's scores were low across a content area or across all entries?
- If so, how can instructional activities be modified to better reflect these dimensions?

The APA Procedure's Manual provides information regarding the dimensions and their relationship to instruction. IEP teams may use the progress and program dimension scores when reviewing a student's IEP to determine future goals and objectives, modifications and supports.

CD-ROM Data Disks

Districts and private schools with ten or more students may request a CD-ROM data disk containing student raw data. To request the CD-ROM data disk, call Pearson Educational Measurement (PEM) at 1-800-627-7990, and enter the state code for New Jersey of 831.

PART 5: COMMUNICATING ASSESSMENT INFORMATION

This section provides guidelines for informing people and entities that need to know about test results: parents/guardians, the district, the state, and the media. Individual student and roster reports should not be released to the public because they list students' names and are, therefore, not in the public domain. Any summary report that contains information for less than eleven students **MAY NOT** be reported publicly in order to maintain student confidentiality.

TO THE PARENT/GUARDIAN

To help explain to parents and guardians both the purpose of the APA and the information provided on the Individual Student Report (ISR), a sample form letter is included (Figure 8) that can be adapted, signed, photocopied, and sent home with each student along with his/her ISR.

TO THE DISTRICT

Districts are required to report test results to their boards of education and to the public within 30 days of receiving test reports (*N.J.A.C. 6:39-1.4*). Public reports should not include data on individual students; therefore, actual rosters cannot be made available to the public because they list students' names.

Districts are required to make available to the public "the number of pupils tested and the percentage of pupils at or above the established levels of pupil proficiency."

The School Summary of Performance in Language Arts Literacy, Mathematics, and Science contains information that can be used to prepare a public report if the student count is greater than ten.

When you release information, do so only after you have prepared to answer questions either in person or on the telephone. Be sure to analyze the data beforehand; understand and be able to clearly express the various types of scores. It is recommended that any comparison among schools/districts be avoided.

APA results should not be used as the sole basis for instructional decisions. It is important that districts consider multiple measures on all students before making decisions about the student's instructional placement.

Figure 7
Sample Parent/Guardian Letter

Dear Parent/Guardian:

Your child's Individual Student Report for the New Jersey Alternate Proficiency Assessment (APA) is attached. The APA is a portfolio assessment that consists of a collection of data and student work which was gathered by your child's teachers during instructional activities. Your child participated in the APA between October 25, 2004 and March 4, 2005. Your child's APA portfolio was then submitted to the New Jersey Department of Education and scored by trained readers during the spring of 2005. The attached report provides your child's APA scores in the content areas of Language Arts Literacy, Mathematics, and Science.

The top part of the report tells you the progress levels, program levels, and the proficiency levels your child achieved on the skills assessed in Language Arts Literacy, Mathematics, and Science. The table on the back of this report will show you how a proficiency level was derived using the progress and program levels. A level of "proficient" or "advanced proficient" is considered meeting the state standard for the APA. The boxes below the proficiency levels show the scores for each "dimension" scored for each content standard assessed by the portfolio. Please refer to the back of the Individual Student Report for further information regarding these boxes.

APA results should not be used as the sole basis for instructional decisions. It is important that districts consider multiple measures on all students before making decisions about the student's instructional placement.

This report is available only to parents, guardians, students, and authorized school officials. If your child attends a school outside of this district, reports are sent to the home school district, your child's neighborhood school, and the school your child attends. All reports are kept confidential. If you have any questions about the report, you should contact your child's case manager, teacher or the principal of the school your child attends.

Appendix A

Glossary

ECONOMICALLY DISADVANTAGED: A student qualifies as Economically Disadvantaged if the student is eligible for free or reduced lunch.

HOMEBOUND: A student who has a 'Y' code indicated in the Homebound field is receiving home instruction for the duration of the collection period as reported by the student's school district.

MIGRANT: An eligible migrant student is defined as a student:

1. who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, a migratory dairy worker, or a migratory fisher; and
2. who is, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another.

RECEIVING SCHOOL: A receiving school is a school a student with disabilities attends that is outside of the student's school of residence. Receiving schools include: private schools for the disabled, special services school districts, educational services commissions jointure commissions, college-operated programs, state facilities, and other public schools.

SENDING SCHOOL: A sending school is the neighborhood school the child would attend if the student was not receiving special education.

SPECIAL EDUCATION CODES: The special education code for each student is indicated on the scannable form by the school. There are 14 codes for the special education categories of disability used in state assessment data collection:

- A = Auditorily Impaired
- B = Other Health Impaired
- C = Communication Impaired
- D = Emotionally Disturbed
- E = Cognitively Impaired
- F = Multiply Disabled
- G = Traumatic Brain Injury
- H = Orthopedically Impaired
- I = Specific Learning Disability
- J = Social Maladjustment
- K = Visually Impaired
- L = Speech-Language Services Only
- M = Autistic
- N = Default code for missing or multiple coding

TITLE I Student: A student who has an “L”, “M”, or “S” in the Title I field on reports lives in an eligible attendance area, meets the criteria for selection to participate in the federal Title I program, and participates in a Title I program as indicated by the district on the student’s scannable form.

UNSCORABLE: An entry is deemed unscorable (U), and therefore voided if:

- the portfolio evidence is insufficient or inappropriate;
- the student takes the general assessment in a content area;
- there is a security breach;
- off-grade testing occurs.

The ISR will list a ‘U’ code for each dimension of an unscorable entry in place of a score.

VOID: The proficiency level, program level, and progress level for a student will be voided if one or both entries are unscorable. The levels would be replaced with the appropriate void code:

V1 = voided due to extended illness during the data collection period

V3 = voided due to off-grade testing

V4 = voided due to an entry not being provided; if evidence provided is insufficient or inappropriate; if the student takes the general assessment in a content area; if another state’s assessment forms are used in place of New Jersey’s; or if off-grade testing occurs.

V5 = voided due to breach of security by a school or district

Appendix B

Scoring Rubric for Language Arts Literacy and Mathematics

	1	2	3	4
Student Progress	The entry shows no clear progress toward the measurable criterion related to the targeted skill.	The entry shows some progress toward the measurable criterion related to the targeted skill.	The entry shows considerable progress toward the measurable criterion related to the targeted skill.	The entry shows that the measurable criterion related to the targeted skill has been met or exceeded.
Connection to Standards	The entry shows no evidence of instruction in the targeted skill within the context of age-appropriate, standards-based activities.	The evidence in the entry indicates instruction of the targeted skill within the context of at least one age-appropriate, standards-based activity.	The evidence in the entry indicates instruction of the targeted skill within the context of at least two age-appropriate, standards-based activities.	The evidence in the entry indicates instruction of the targeted skill within the context of at least three age-appropriate, standards-based activities.
Social Interaction	The entry shows no evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows limited evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows considerable evidence that the student has opportunities for social interactions with peers, with and/or without disabilities, some of which must be sustained.	The entry shows substantial evidence that the student has opportunities for sustained social interactions with peers, with and/or without disabilities. Some interactions must be with peers without disabilities.
Independence	The entry shows limited evidence of use of adaptations, modifications, supports, and/or assistive technology.	The entry shows some evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence.	The entry shows considerable evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence. At least some of this support is natural.	The entry shows substantial evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence. Most of this support is natural.
Self-Determination	The entry shows little or no evidence of choice making, or the entry is not age-appropriate.	The entry shows some evidence of the student making choices, but little or no evidence that the student is reflecting on or evaluating his/her performance.	The entry shows considerable evidence of the student making choices, and some evidence that the student is reflecting on or evaluating his/her performance.	The entry shows substantial evidence of the student making choices, and considerable evidence that the student is reflecting on and evaluating his/her performance, and using these choices to extend his/her performance.
Generalization	Student demonstrates skills and concepts primarily in one setting with one adult or peer.	Student demonstrates skills and concepts in at least two settings with two different adults or peers.	Student demonstrates skills and concepts in at least three settings, one of which must be in the community, with at least two different adults or peers.	Student demonstrates skills and concepts in at least three settings, two of which must be in community settings, with at least two different adults or peers.

Appendix C

Scoring Rubric for Science

	1	2	3	4
Student Progress	The entry shows that none of the measurable criterion related to the targeted skills has been met.	The entry shows that the measurable criterion related to one of the targeted skills has been met or exceeded.	The entry shows that the measurable criterion related to two of the targeted skills has been met or exceeded.	The entry shows that the measurable criterion related to all three of the targeted skills has been met or exceeded.
Connection to Standards	The entry shows no evidence of instruction in any of the targeted skills within the context of age-appropriate, standards-based activities.	The entry shows evidence of instruction of the targeted skills within the context of at least one age-appropriate, standards-based activity.	The entry shows evidence of instruction of the targeted skills within the context of at least two age-appropriate, standards-based activities.	The entry shows evidence of instruction of the targeted skills within the context of at least three age-appropriate, standards-based activities.
Social Interaction	The entry shows no evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows limited evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows considerable evidence that the student has opportunities for social interactions with peers, with and/or without disabilities, some of which must be sustained.	The entry shows substantial evidence that the student has opportunities for sustained social interactions with peers, with and/or without disabilities. Some interactions must be with peers without disabilities.
Independence	The entry shows limited evidence of use of adaptations, modifications, supports, and/or assistive technology.	The entry shows some evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence.	The entry shows considerable evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence. At least some of this support is natural.	The entry shows substantial evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence. Most of this support is natural.
Self-Determination	The entry shows little or no evidence of choice making.	The entry shows some evidence of the student making choices, but little or no evidence that the student is reflecting on or evaluating his/her performance.	The entry shows considerable evidence of the student making choices, and some evidence that the student is reflecting on or evaluating his/her performance.	The entry shows substantial evidence of the student making choices, and considerable evidence that the student is reflecting on and evaluating his/her performance, and using these choices to extend his/her performance.
Generalization	Student demonstrates skills and concepts primarily in one setting with one adult or peer.	Student demonstrates skills and concepts in at least two settings with two different adults or peers.	Student demonstrates skills and concepts in at least three settings, one of which must be in the community, with at least two different adults or peers.	Student demonstrates skills and concepts in at least three settings, two of which must be in community settings, with at least two different adults or peers.

